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ABSTRACT

The enrollment of minority students is increasing while the pool of minority teachers is decreasing. The model program described in this document was used as a way to increase the number of future minority teachers, particularly blacks, for the classrooms in a large urban school district in Florida. The target group consisted of Florida Future Educators of America (FFEA) students in the district's high schools. Principals were asked to select advisors who would be sensitive to minority students. District-wide activities were planned for parents and students. Issues relevant to minority students were addressed during those activities. The number of FFEA chapters and minority students increased during the implementation of this practicum. During the preceding year, there were 2 FFEA chapters with a total of 48 students, of whom 43 were black. The number of chapters was increased to 11 which includes all of the district's high schools. The number of black students increased to 126. The total number of student participants increased to 263. It is concluded that if emphasis is placed on minority students and their needs, they can be encouraged to participate in future educator clubs. The exposure to teaching that the students receive by being FFEA students may lead to more minority teachers in the district's classrooms. (Author/LL)

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A PROTOTYPE MODEL FOR THE RECRUITMENT OF MINORITY TEACHERS

by

Gladys M. White

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education, Nova University, in partial fulfillment of the requirements for the degree of Master of Science.

April 25, 1991

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Abstract

A Prototype Model for the Recruitment of Minority Teachers.
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Descriptors: Minority Teachers/Teachers/Recruitment/ Teacher Recruitment/Minorities/Role Models/Affirmative Action/Black Teachers/Teacher Employment

The enrollment of minority students is increasing while the pool of minority teachers is decreasing. This model program was used as a way to increase the number of future minority teachers, particularly blacks, for the classrooms in the school district. The target group was Florida Future Educators of America (FFEA) students in the district's high schools. Principals were asked to select advisors who would be sensitive to minority students. Advisors were provided with recruitment materials such as posters, brochures, and videotapes. The development of a district-level support system enabled them to get assistance needed to build strong chapters. District-wide activities were planned for parents and students. Issues relevant to minority students were addressed during those activities. The number of FFEA chapters and minority students increased during the implementation of this practicum. During the preceding year, there were two FFEA chapters with a total of 48 students, 43 were black. The number of chapters was increased to 11 which includes all of the district's high schools. The number of black students increased to 126. The total number of student participants increased to 263. It is concluded that if emphasis is placed on minority students and their needs, they can be encouraged to participate in future educator clubs. The exposure to teaching that the students receive by being FFEA students may lead to more minority teachers in the district's classrooms.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Signed:_____

Student's name

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CHAPTER I
Purpose

Background

School districts in Florida, the Southeast and throughout the nation are faced with a demographic paradox: we have an increasing minority student enrollment and a decreasing pool of minority teachers. Approximately 25 percent of the nation's 40 million school students are minorities; yet the number of minority teachers is roughly below 10 percent of the teaching force (Holt, 1989). Webb (1986) notes that if the trend continues, it may be common for children to complete kindergarten through 12th grade without being taught by a minority teacher. "Schools should be staffed by teachers who reflect the diversity of the nation's racial and cultural heritage..." (Carnegie, 1986:1). Steps must be taken to increase the number of minority teachers in the classroom.

The site for this practicum is a large urban school district which is the sixth largest in the state of Florida and the 22nd largest out of 16,000 in the United States. It consists of 112 schools ranging from kindergarten through the 12th grade. There are 78 elementary schools, 18 middle schools, 10 high schools

and 5 alternative/exceptional schools. The district is very diverse. The students represent 79 countries of origin. Forty-three native languages are spoken by the students.

There were approximately 102,644 students in the school district at the end of the third week of the 1990-91 school year. Over six thousand new students are expected to enroll each year. Enrollment was 51,991 in elementary schools, 22,645 in middle schools, 26,601 in high schools, and 1,407 in alternative/exceptional schools.

The white student population accounted for 62.8 percent of the total. Black students accounted for 25.1 percent and other groups accounted for 12.1 percent. The racial distribution in elementary schools was 60.88 percent white, 27.10 percent black, and 11.91 percent other races. In high schools, 63.08 percent of the students were white, 22.81 percent were black, and 13.9 percent were other races. Whites accounted for 61.05 percent of the population in middle school, blacks accounted for 24.22 percent and other races accounted for 14.7 percent.

There were 6,549 instructional employees in the county during the 1989-90 school year. The ratio of students to teachers in grades K-3 was 23:1 and 25:1 in grades four and five. The student/teacher ratios in secondary schools were determined by the subject and the school (School News, 1990).

In grades K-12, 81.6 percent of the teachers were white, 15.71 percent were black and 2.69 percent were other races. The racial distribution of elementary school teachers was 17.61 percent black and 79.14 percent white. In the high schools, the racial distribution of teachers was 13.81 percent black and 82.98 percent white. There were 638 new teachers hired for the 1990-91 school year. Black teachers were hired to fill 11.16 percent of the new positions while whites filled 81.94 percent (Wise, 1990).

As a result of the 1970 court case, Evelyn R. Ellis,et al vs. The Board of Public Instruction [of the district], changes in teacher hiring became necessary. Each school in the district was required to have approximately the same ratio of white to black teachers as the county-wide ratio of white to black personnel for secondary and elementary schools respectively. Secondary

schools were required to have 13.6 percent black faculties and elementary schools were required to have 22.9 percent. The only exceptions to this policy were in the cases of one-of-a-kind course offerings and the lack of availability of qualified teachers. The school system was required to make the same adjustment for administrative personnel at the schools also.

In 1987, the district approved the formation of the Minority Teacher Recruitment Task Force for the purpose of increasing the number of minority teachers. The task force consisted of members from the local community college, the local university and public school representatives. The role of the practicum writer is that of project administrator for the Minority Teacher Recruitment Program. The position was assumed by the writer at the beginning of the program's third year. Prior to that time, the focus of the task force had been on the recruitment of classified employees of the district such as substitute teachers, teacher aides, clerks and secretaries. The practicum writer was charged with the development and implementation of a program to recruit the district's students as potential teachers.

Problem Statement

The 1970 federal court order specified that the faculties of elementary schools should be 22.9 percent black and high school faculties should be 13.6 percent black. Presently, the district's elementary school faculties are comprised of 17.61 percent black teachers. This is 5.29 percent lower than the court ordered requirement. The court order dictated that secondary school faculties should be 13.6 percent black. The district is slightly above that requirement with 13.81 percent black secondary school teachers. Table 1 gives information revealed in a report prepared on May 18, 1987 by the personnel department. The report indicates that there are 88 percent more black teachers who are ages 31 through 50 than are ages 21 through 30. The number of black teachers in the county in 1986 in the 52 to 61 category was 158 or 17 percent of the total number of black teachers. At age 62, a teacher may retire from a Florida Retirement System agency such as this school district. Twenty percent of the black teachers now employed will have reached the age eligible to fully retire within the next 10 years. Only 11.16 percent of the new teachers hired for the 1990-91 school year were

black. If this continues, the number of retirees will greatly outnumber the new teachers entering the work force thereby decreasing the number of black teachers in the district's classrooms.

Table 1
Chronological Age Profile of Black Teachers in Five Year Increments

Five Year Age Group	Total Number of Black Teachers in Group	Average Number of of Black Teachers Per Year
24-28	40	8
29-33	110	22
34-38	171	34.2
39-43	193	38.6
44-48	149	29.8
49-53	123	24.6
54-58	81	16.2
59-63	35	7
64-68	13	2.6
69-73	1	.2

Miller (1987) described the disproportion in the ratios of majority and minority races as well as the ratios between teacher candidates and public school enrollment in Florida. Table 2 shows that the proportion of minority students completing teacher education programs is significantly smaller than the proportion of minority students in Florida public schools and minority teachers currently in the classrooms.

Table 2
Number of Graduates of Teacher Education Programs
By Racial/Ethnic Group Compared to
Public School Percentages

Group	Teacher Education Graduates 1985-86 Number	%	Public School Enrollment Fall 1986 %	Public School Classroom Teachers Fall 1986 %
White	2,289	87.0	65.5	80.0
Black	199	7.6	23.6	16.0
Hispanic	133	5.1	9.5	3.8
Asian	4	0.2	1.2	0.1
Native American	5	0.2	0.2	0.1
Total	2,630	100.0	100.0	100.0

The enrollment of minority students in the nation's public schools is steadily increasing. It is estimated that by the end of the century, 33-40 percent of the American school-children will be non-white. Yet, non-whites will make up less than 7 percent of the teaching force (Graham, 1987). It is important for black children to have black teachers to serve as role models. Black teachers represent upward mobility to children from low socioeconomic backgrounds. Teachers are usually the first and most prolonged contacts that children have with professional role models (Leonard, Kapel, Williams,

1988). It is also important that non-black children have exposure to black teachers so that they will learn that black adults are contributing members of society (Graham, 1987). The presence or absence of minority teachers gives students a message about the members of society who have the power. Minority teachers often promote interracial acceptance and understanding in predominantly white schools (Leonard, Kapel, Williams, 1988).

There are several contributing factors to the decline in minority teachers. There are many more job opportunities open to minorities today. These jobs offer greater financial rewards, better working conditions and greater opportunities for advancement (Webb, 1986). In 1966, 23 percent of the black undergraduate students declared education as the most popular major. Only 8.9 percent of the black students majored in education in 1978 (Baratz, 1986). The Admissions Testing Program of the College Board compiles information from the Student Descriptive Questionnaire (SDQ) when students register for the Scholastic Aptitude Test (SAT). Information gathered from high school students between 1982 and 1986 shows that fewer minority high school students than whites planned to major in education in college--4.5

percent compared to 5.5 percent. According to Miller (1987), between 1980 and 1985, the enrollment of blacks in higher education decreased by 39 percent compared to increases among whites and Hispanics of 1.7 percent and 20.8 percent respectively. (Table 3).

Table 3
Minority Teacher Pool
Florida State University System
Fall Head Count
By Main Racial/Ethnic Groups

Groups	1980	1985	% Change
White	12,355	12,566	1.7
Black	1,856	1,133	-39.0
Hispanic	553	668	20.8

A 1987 survey by the American Association of Colleges for Teacher Education (AACTE) revealed that the students in teacher education programs were 90 percent white, 4.6 percent black, 2.8 percent Hispanic and 1.4 percent Asian or Pacific Islander (Russell, 1988). The most recent information gathered from SDQ questionnaires shows that the number of students of all races choosing education majors is declining. Business was the most popular intended major for 1990 high school seniors. Between 1975 and 1988, interest in business almost doubled--from 12 to

23 percent. Interest in education decreased from 9 percent in 1975 to 5 percent in 1983. That interest rose to 7 percent among 1990 high school seniors. Of the 1157 students taking the SAT in the practicum district, 134 or 7 percent indicated education as the intended college major (College Bound Seniors, 1990).

Fewer blacks are going to college than a decade ago. In 1976, 33.5 percent of black high school graduates between the ages of 18 and 24 were enrolled in college. By 1983, however, only 27 percent of black high school graduates in that age group were enrolled in college. In terms of total enrollment in U.S. colleges and universities, blacks made up 9.4 percent in 1976, 9.2 percent in 1980, and 8.8 percent in 1984. Forty-two percent of all black college students in 1980 attended 2-year colleges where there are no opportunities to earn a bachelor's degree (Graham, 1987).

It is discouraging to note that the students who chose to major in education had lower test scores than non-education majors. The average score for non-education majors was 891; 815 for education majors. The test scores were especially low for black students. In a four-year period, from 1983-1987, blacks scored 625 on

the SAT. The average official cut-off was 840 for college admission. Black non-education majors scored 712 on the test (Miller). According to the 1990 report compiled by the Education Testing Service, 1990 Florida seniors who indicated that they intended to major in education scored 398 and 433 on the verbal and math sections of the SAT respectively.

The school district studied in this practicum has made several efforts to increase the number of minority teachers in the classrooms. The personnel department holds annual fly-ins. Teachers are flown from around the United States to the district. Teachers are shown the community, the attractions, and the schools. Every effort is made to lure the teachers to the school district. Prior to the arrival of the candidates, principals are notified about their qualifications and interviews are arranged. In 1989, 17 prospective teachers were flown into the county. They interviewed for two full days at the schools. Ten minority teachers were brought to the county; nine were offered contracts. In 1990, 27 prospective teachers were introduced to the area through the fly-in. Twelve were minorities; 11 were offered positions (Brown, 1990). The staff that

coordinates the fly-in also attends teacher recruitment fairs and visits colleges throughout the Southeast each year. While the selection of schools is determined by the needs that must be filled by the county, minorities in all areas are in demand (Jarrard, 1990).

In the spring of 1987, the superintendent met with all the principals in a series of brainstorming sessions to devise better ways to recruit minority teachers. A direct result of these meetings was an oversight committee which included the superintendent, the president of the local university, and the dean of the university's education department. The oversight committee recommended the formation of the Minority Teacher Recruitment Task Force. The task force prepared a proposal which was submitted to the Department of Education for funding. The Minority Teacher Recruitment Project was awarded a $60,000 grant. The project had three primary objectives:

1. Recruit classified employees from within the school district who either had college degrees or credit towards a degree.
2. Recruit individuals with degrees from the community into the teaching force.

3. Establish a long term objective for ultimately meeting minority teacher recruitment needs over a period of 25 years.

The first step was to identify a pool of potential candidates from employees of the school district. The task force identified 347 classified employees. The original project administrator for the program met and counselled many of the people who were identified. Several participants were referred to the local university. Others enrolled in classes to start their educations at the community college. Some had the qualifications needed to teach and were hired within a few weeks.

An article in a local black newspaper reached community members. Many had degrees in areas other that education but were interested in teaching. The project administrator worked with personnel and the local university to establish certification requirements for those candidates. Several of those people were eligible for employment. They attended classes to fulfill certification requirements while teaching. The university had a program called Secondary Teacher Education Program (S.T.E.P.) which was designed to help

non-education majors become fully certified teachers. The program was intended only for teachers who were employed by the district.

The problem addressed by the practicum writer is the decreasing number of minority students who consider the teaching profession. Many of these students are not encouraged to enroll in education courses by teachers or parents (Martin, 1991). The state of Florida has established an organization called Florida Future Educators of America (FFEA). The purpose of this organization is to increase the number of students who choose to pursue teaching careers. At the time that the practicum writer started working with the program, only one of the district's 10 high schools had a viable FFEA chapter. There was a lack of district-level support which was necessary for the organizations to thrive.

The last objective of the Minority Teacher Recruitment Program was the implementation of a project to "grow our own teachers" from the students enrolled in the district's schools. This phase was called the Cooperative Scholars Program. Twenty-five high school seniors will be selected to participate in this program. They will be given entry level positions within the

school district. Initially, the students will attend classes taught by community college professors. They will attend classes at the Cooperative Scholars Center, a classroom yet to be selected. Students will receive tutoring and be provided a mentor at the center. The students will be selected from the FFEA chapters in the district. The practicum writer was charged with the development and implementation of the Cooperative Scholars Program.

Outcome Objectives

The FFEA organization was chosen as the vehicle to increase the number of minority students who were exposed to the teaching profession. A questionnaire was sent to teachers who had been previously listed as FFEA advisors. Only one survey was returned indicating that FFEA was expected to be organized at the school site during the 1990-91 school year. A subsequent follow-up with the school principals indicated that although they were aware of the organization, only two schools had formed chapters. Ten of the 11 principals contacted expressed strong interest in forming chapters at their schools. They expressed a need for strong district level support for the advisors. After determining the situation in the

district with regard to the FFEA organizations, the following objectives were established:

1. Over a two month period of time FFEA chapters would be established in the 11 district high schools.
2. Minority student participation in FFEA chapters would be increased by 100 percent.
3. A district-level support system would be established to encourage the continued participation of schools in the FFEA program.
4. A district-level recruitment campaign would be initiated to make students more aware of the teaching profession.

CHAPTER II

Research and Solution Strategy

Several states, school districts and institutions of higher learning have instituted programs to attract promising minorities into teaching. The efforts are largely being aimed at high school students. High school is an ideal time to start recruitment efforts because that is the time when many career decisions are made. Other recruitment programs are aimed at minority students in high school (Mercer, 1984). Smith (1984) recommends the use of financial incentives in the form of scholarships and forgivable loans to attract students to teaching.

Florida is one of many states which offers financial incentives to students who pursue teaching careers. The Chappie James Most Promising Teacher Scholarship is awarded to one student from each high school. The scholarship is valued up to $4000 per year. The percentage of minority recipients must reflect the percentage of minorities in the state population. The total state appropriation for the Chappie James Scholarship was $2,676,000 for the 1989-90 school year. Forty-five of the 279 awards were presented to minority

students (Triplett, 1990). Florida also has tuition forgiveness programs for teachers. The Critical Teacher Shortage Tuition Reimbursement Program is for teachers who major in subjects in which there are shortages of teachers. Participants may apply for reimbursement after successfully completing the courses. The Loan Forgiveness Program reimburses teachers who teach in critical shortage areas for courses that they successfully complete. They must be employed as teachers in the state of Florida. One school district in Florida used payroll deduction to create a scholarship fund for students interested in teaching. During the first year, the district raised over $84,000. The students were awarded 4-5 year scholarships. Priority rating was given to minority students. The students who successfully complete teacher education programs will be offered jobs in the school district.

In 1989, the Arkansas Legislature approved the formation of the Minority Teacher Education Loan Program. Awards are granted to black and other minority students who are within two years of completing teacher education programs. The state also has the Freshman/Sophomore Minority Prospective Teacher Loan Program which provides

annual awards of $2000 for students who are preparing to enter teacher education programs (Rambert, 1989).

North Carolina also has a financial incentive program for teacher education. While this program is not exclusively for minorities, it provides several awards for them. North Carolina's Teaching Fellows Program provides fellowships of $5000 per year for four years to high school graduates who have never been enrolled in a degree-granting program. The program was funded for a total of $8 million for four years. In 1986-87, 13 percent of the 400 fellows were minorities. That percentage increased to 20 percent for 1988-89 (Triplett, 1990).

Georgia Southern College began the Minority Teacher Recruitment Program to encourage exceptional junior and senior high school students to enroll in teacher education programs. There are approximately 30 students enrolled in the program. The 11 school districts involved in the program have agreed to finance a part of the students' costs, with awards ranging from $500 to $1,500 per year. They also agree to employ the students after graduation (Triplett, 1990).

Project Advance is a joint effort between the University of Minnesota and the St. Paul, Minnesota Public School System. This project targets 9th grade students with potential for and interest in teaching. Students receive full scholarships to the University of Minnesota. Graduates are offered employment with the St. Paul School District. They must teach for as long as they were supported by the university. Participants are required to pay back loans if they do not teach or complete the program (Russell, 1988).

Thirty-seven states make loans that college students do not need to repay if they teach for a specified time after graduation. Some states give priority to minority students. Institutions often receive grants to improve education in certain areas. The University of Iowa, for example, has received funds from the National Science Foundation directed at improving science education for women and minority students. The Ford Foundation has a special program to increase the number of minority teachers. The program links large colleges and universities with historically black institutions (Triplett, 1990).

To further increase the pool of potential minority teachers, several programs have been implemented to introduce teaching to students before career decisions are made. Most of the programs are still in the formative stages and have not yet yielded results. The New Orleans, Louisiana school district is more than 90 percent black. They are facing the same decline in minority teachers as the rest of the nation. Educators 2000 is a cooperative effort between several local universities, the Orleans Parish Public Schools, and the Urban League. Inner-city, minority junior high or middle school youngsters with an interest in teaching or other education careers are targeted. Students receive career information, job experience, career models, encouragement, and support for their academic endeavors. The first step is to counter the perception of teaching as a profession of low status, minimal reward, high stress, and limited mobility. Publicity focuses public awareness on the exciting and positive aspects of education. Middle school students engage in tutoring activities and help teachers. High school students participate in tutoring programs and special college level or transitional courses. The school district

benefits by having more teacher aides in the classrooms as well as more experienced "beginning" teachers when the students graduate (Leonard, 1988).

High school seniors in the Beaumont Independent School District have the opportunity to take a college course from Lamar University. The course introduces students to the study of education and to the practice of teaching. The participants receive credit from the high school and three hours of university credit. The course is taught by a faculty member from the university. Students discuss topics related to teaching such as evaluation, education reform and academic requirements. They assist teachers in primary, intermediate, and junior high school classrooms by working as teacher assistants for six weeks. Experienced teachers are matched with the students to serve as mentors (Cooper, McCabe, and Cassidy, 1989).

South Carolina has a program designed to encourage and attract academically talented high school students and currently enrolled college students to teaching. The Minority Access to Teacher Education (MATE) scholars program is coordinated by Benedict College. In this unique program, students participate in a three-week

summer residency program which is held on campus. Qualified students who participate in this program are offered full financial aid if they commit to teaching in a rural community or critical subject area for at least five years (Triplett, 1990).

Project I Teach is a partnership between the Educational Testing Service, the University of Mexico, and six Albuquerque high schools. There is a one-week residential camp during which skills are developed in test-taking, study habits, and academics. The students work as teacher aides in elementary schools during the school year (Russell, 1988).

The city of Houston has a very unique magnet program to "grow" tomorrow's teachers. The program was launched at the Austin Senior High School for Teaching Professions. Seniors in the program are required to intern two hours a morning four days a week at one of the five inner-city elementary schools. They have the opportunity to practice what they've learned through the four-year program. They are paid $4.50 an hour for the time they spend in the classroom. One major advantage of the program is that it gives students an idea of what teaching is like before they invest the time and money

for a college degree in education. Most students are still interested in teaching after completing the program. Ninety percent of the 85 graduates have gone to college to date (Rodman, 1988). The practicum school district has a magnet program within five high schools called the Exploratory Teaching Program. Students follow a special curriculum which enables them to spend time in the classroom during their senior year. The curriculum is largely centered around the teaching profession. This is the second year that the program has been in existence. According to the program consultant for volunteer services for the district, Judy Gordon (1991), the Exploratory Teaching Program has failed to attract minority students. Minority participation is almost non-existent in the program.

Florida Future Educators of America clubs are intended to introduce students to teaching by making them more aware of the profession. Students engage in teacher recognition activities throughout the year. Leadership skills are enhanced by the strong organizational structure that is prescribed by the Department of Education (Awoniyi, 1991).

Research suggests that career ideas should be introduced in high school or even earlier. Mercer (1984) notes that other careers are introduced to students at the high school level. By the time many students graduate, they have very definite ideas about their career goals. For that reason, the practicum writer will focus on students in grades 9 - 12 in the school district's 11 high schools.

Although FFEA is not well established in this school district, it is well established throughout the state. Each year, a statewide conference is held. The conference provides an opportunity for students to interact with each other, learn about financial aid, college admissions, college life, and even teaching techniques. The role of the minority educator is also emphasized at FFEA conferences (Awoniyi, 1991). FFEA was chosen as the vehicle to use in the practicum district to attract minority students to teaching because it had not been fully developed previously. The personnel director, who is a member of the Minority Teacher Recruitment Task Force also arranged for FFEA advisors to receive full supplements.

The solution strategy used to increase the number of minority students, especially blacks, participating in FFEA included the following:

1. Posters and brochures which emphasized the need for minority teachers were developed.
2. FFEA was introduced to the 11 high school principals. The need for more minority teachers was emphasized. Principals were encouraged to select advisors who would be sensitive to minority students and encourage them to participate.
3. Advisors were assisted with the organization of FFEA chapters at their high schools by providing materials and networking opportunities with other advisors.
4. Community and parental involvement was encouraged by placing posters and brochures in churches, businesses and community centers located in minority neighborhoods.

5. Opportunities were provided for students to interact with positive minority role models.
6. County-wide activities and contests were held to keep students interested in the organization.
7. Workshops were conducted to make parents aware of chapter activities, student needs and available resources to help students to be successful in high school and prepare for college.

CHAPTER III

Method

The successful implementation of this practicum required participation from the practicum writer's supervisor, school principals and advisors. The writer had a variety of resources. University representatives and Department of Education representatives were readily available to speak to students and parents and to act as role models. There was adequate funding to make videotapes, brochures, posters, and other promotional materials.

Several colleges and universities held conferences which focused on minority teacher recruitment and minority student retention. The practicum writer attended several of those conferences. Many discussions and lectures stressed the need for early identification of potential education students. People from other districts and states were interested in doing similar projects. Although this project is ongoing, the tasks necessary to fulfill the objectives were accomplished in 18 weeks.

Weeks 1 and 2

During this period, the writer worked with an artist to design posters and brochures. The posters emphasized the need for minority educators by featuring minority students and teachers. There was a notation on the posters directing students to the FFEA advisors at their schools. The brochures listed the advantages of teaching. (Appendices A:43, B:45, C:47)

Weeks 3 and 4

Each high school principal was contacted during this two-week period. The writer visited principals for the purpose of introducing them to or reacquainting them with FFEA. The need for more minority teachers was a topic of discussion during the meetings. Principals were asked to identify potential FFEA advisors if one had not been selected previously. Principals were also told about the supplements for high school FFEA advisors.

The Department of Education made a list of previous FFEA advisors available. Those advisors were contacted by mail. Information about past student and chapter participation was requested. (Appendix D:49)

Week 6

A two-hour workshop was held for FFEA advisors who were selected by their principals or volunteered. They were provided with sample applications, invitations, and letters of recommendations. They were also given materials for recruitment such as posters, buttons, and brochures. Discussions were held on the importance of encouraging minority participation in the chapters. Time was allowed for advisors to network and share strategies and ideas. The advisors were assured that the practicum writer had the resources and time available to make sponsorship of the club easier and more convenient.

Weeks 7 and 9

A list of black churches, community centers, and businesses was compiled. The recruitment posters and brochures were mailed or delivered by the writer. A cover letter which stressed the need for minority educators was sent with each package. The recipients were asked to display the posters and brochures so that students and parents would be able to see them.

Week 10

A district-wide mini-conference was held at the local community college. Transportation was coordinated

and provided by the writer. The speakers were minority role models who discussed the successful formation of an FFEA chapter, fund-raising ideas, and goal setting. The purpose of the conference was to help students and advisors develop strong chapters.

Week 11

Data forms (Appendix E:51) and chapter information forms (Appendix F:53) were mailed to advisors who were asked to distribute them to FFEA students. The information on the forms was used to determine minority participation and to track individual student progress in school. Advisors were asked to return the forms by Week 13.

Weeks 13 through 15

A recruitment videotape was produced. The videotape was produced by a university media instructor. The tape featured teachers and students of all races but concentrated on minority teachers. Students and teachers were interviewed about their reasons for selecting education. Classroom scenes showed students involved in interesting activities.

Week 16

An advisors meeting was held. Recruitment videotapes were distributed to advisors from each high school. This was also a sharing and planning meeting. Information about a meeting for parents and students was shared at this meeting. Flyers announcing the meeting were given to advisors. The parents were invited directly by the advisor by using the information provided on the student information forms.

Week 18

The meeting for FFEA parents and students was held. Speakers concentrated on problems that plague all students, but especially minority students. A speaker from the local university shared information about financial aid and scholarships that exist for minority students. A high school guidance counselor discussed scores, high school graduation requirements, and course selections. A Minority Teacher Recruitment Task Force member from the university discussed requirements for entry into the university, the colleges within the university, and college graduation.

Week 21

The information collected from the student data forms was stored in a computer bank as part of an ongoing process. The file was completed during the 21st week. The writer has mainframe access which can be used to update files when necessary.

CHAPTER IV

Results

The results of this practicum were measured by using the information provided by advisors who had FFEA chapters the preceding year. This information was compared to the information obtained from the student data forms which were distributed to the advisors. Many results were also measured by direct observation of the chapters' activities.

Objective one was to establish FFEA chapters in the 11 district high schools over a two-month period of time. Ten of the 11 high schools developed active chapters in that time period. The eleventh high school got a slower start because it was necessary to change advisors. That chapter is now in the process of being organized.

The second objective was to increase the participation of minority students in FFEA chapters by 100 percent. One of the two schools which had chapters the preceding year had 43 minority students. The other school had five white students but no black students. The following observations were made:

-One of the 11 chapters does not have any minority participants. The advisor is also

the Exploratory Teaching Program instructor. The school has a low minority enrollment--6.38 percent black, 10.07 percent Hispanic. The minority students who attend the school do not live in the vicinity and have transportation problems.

-One of the 11 chapters has high Hispanic participation but low black participation. The student enrollment of the school is 64.02 percent white, 4.40 percent black, and 26.37 percent Hispanic. The black students who attend this school do not live in the vicinity.

-Two of the high schools have very large percentages of minority students. Ninety eight percent of the students in one chapter are black. The school's enrollment is 59.81 percent white, 18.04 percent black, and 14.39 percent Hispanic. The enrollment of the other school is 96.26 percent black, 2.62 percent white, and 1.01 percent Hispanic. That school had 43 minority FFEA students during the 1989-90 school year. The number of student

participants increased to 55 during the 1990-91 school year.

-The other chapters had representatives of all races. The distribution of races was not especially extreme. The participation of students basically followed the enrollment of the schools (Figure 1:38)

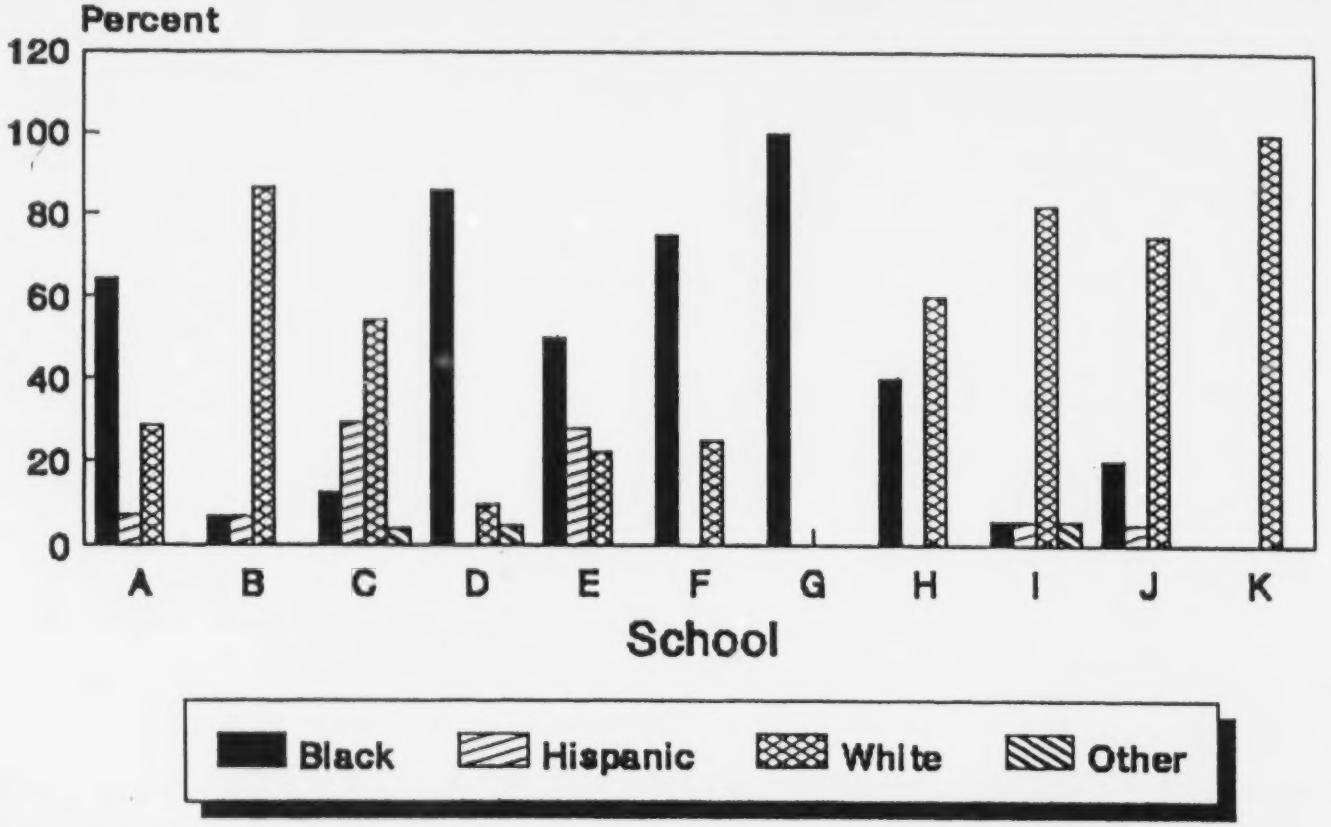
The degree of minority participation in FFEA district-wide has increased drastically. A comparison of the participation during the 1989-90 school year and the 1990-91 school year shows that there was an overall increase of 215 students--from 48 to 263. There were 43 black students during the previous year and 126 during the current year. That is an increase of 85 students. The number of Hispanic students increased from 0 to 16 (Figure 2:39).

Objective three called for the establishment of a district level support system to encourage the continued participation of schools in FFEA activities. This was accomplished through regular meetings with FFEA advisors, visits, and correspondence. Advisors were supplied with materials that were needed for recruiting students and developing chapters. Transportation for activities was

arranged and funded by the practicum writer's program. Motivational activities were held to interest the students in the organization. The writer coordinated the mini-conference and meeting for students and parents so that the advisors had a minimum amount of work. The greatest incentive for participation was a full income supplement requested by the Minority Teacher Recruitment Task Force for the FFEA advisors. The best indicator of the success of this objective is the planning of future activities by FFEA advisors. Many have on-going or long range plans for their chapters.

Objective four was to initiate a district-level campaign to expand student interest in teaching. The posters and brochures were sent to places frequented by minority students and parents. The writer spoke to school and community groups about teaching. Materials were developed to use with different age groups. FFEA chapter activities are designed to make students more aware of teachers. They assist teachers in the class room, participate in teacher recognition activities, job shadow, and student teach.

FFEA Chapters
Racial Distribution



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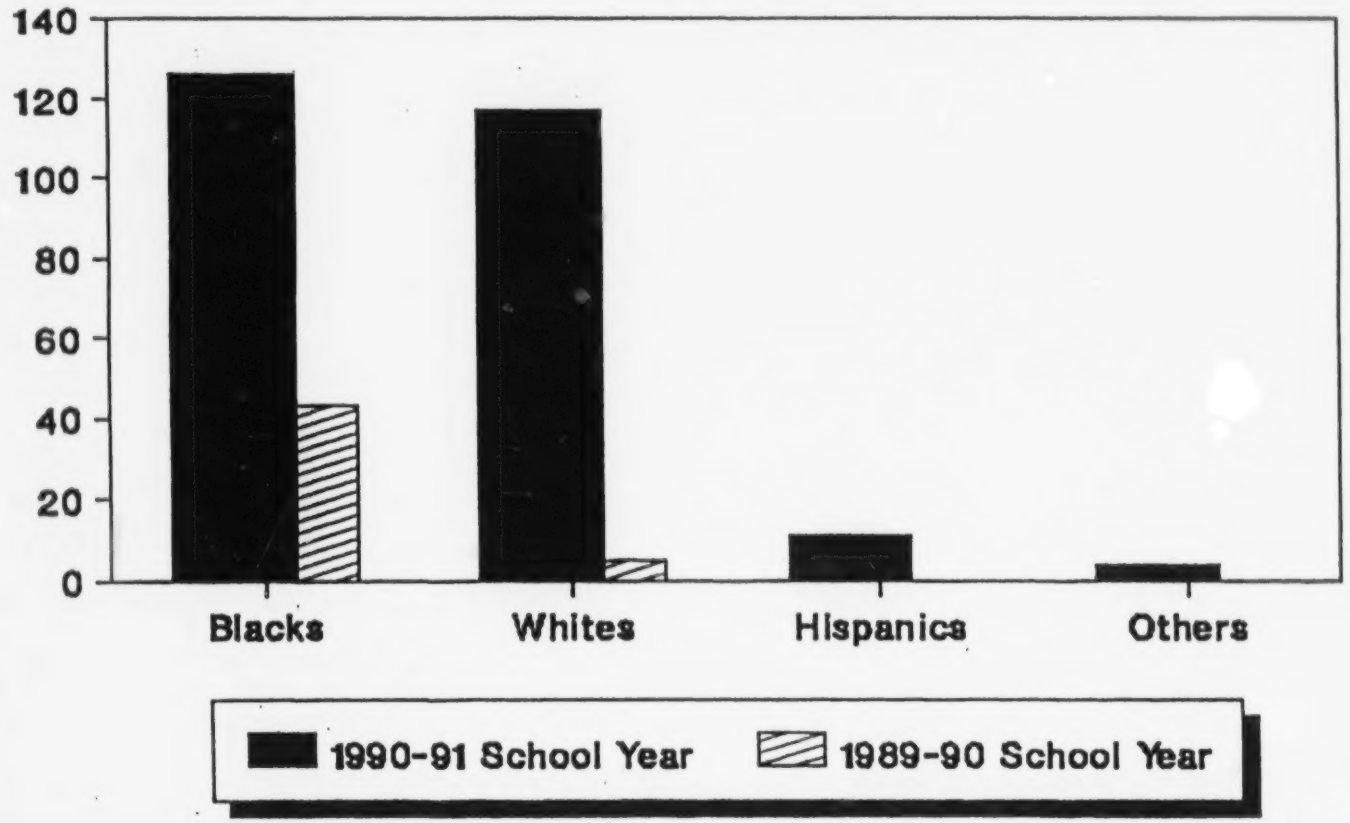
FFEA Students
Racial Distribution



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CHAPTER V

Recommendations

The FFEA chapters will provide an important source for Cooperative Scholars Program participants. The students will be interviewed and screened for the program after the chapters have organized. The personnel department will work with the practicum writer to establish jobs for the students. The students will begin classes in the fall.

The program will be expanded to middle schools during the next school year. Middle schools have time built in to the day that can be used for meetings and minter. Two district middle schools already have chapters.

The information obtained from this practicum will be presented to other school districts where there is a need for more minority teachers. The writer will attend conferences on minority teacher recruitment to present the results of this exercise. The Florida Department of Education will be regularly apprised of all major activities of the Minority Teacher Recruitment Program.

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Appendix A: Recruitment Poster

TEACHING INVOLVES MINORITY EDUCATORS

HOW ABOUT YOU?

MINORITY TEACHER RECRUITMENT PROGRAM

Valencia Community College • University of Central Florida • Orange County Public Schools

FOR MORE INFORMATION CONTACT YOUR SCHOOL FFEA SPONSOR

Appendix B: Recruitment Poster

TEACHING INVOLVES MINORITY EDUCATORS

PREPARE FOR YOUR

FUTURE

NOW

MINORITY TEACHER RECRUITMENT PROGRAM

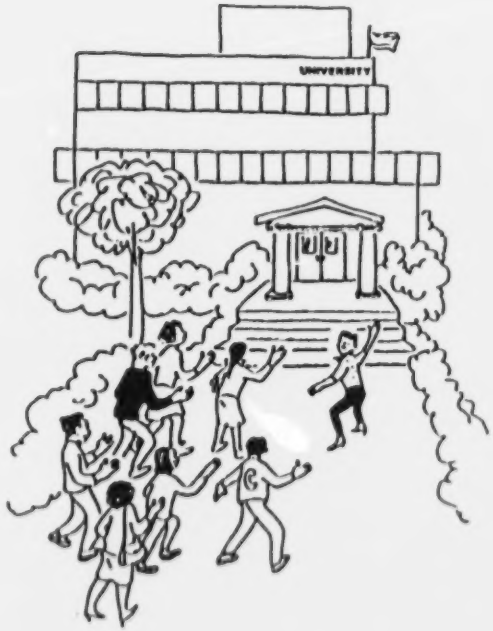
Valencia Community College • University of Central Florida • Orange County Public Schools

FOR MORE INFORMATION CONTACT YOUR SCHOOL FFEA SPONSOR

Appendix C: Cooperative Scholars Brochure

LET'S PREPARE FOR OUR FUTURE NOW!

The School Board of Orange County, Florida, does not discriminate in admission or access to or treatment or employment in its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, handicap or other reason prohibited by law. The Equal Opportunity supervisor responsible for compliance is Mr. Floyce B. Walden, and he may be contacted at (407) 849-3214

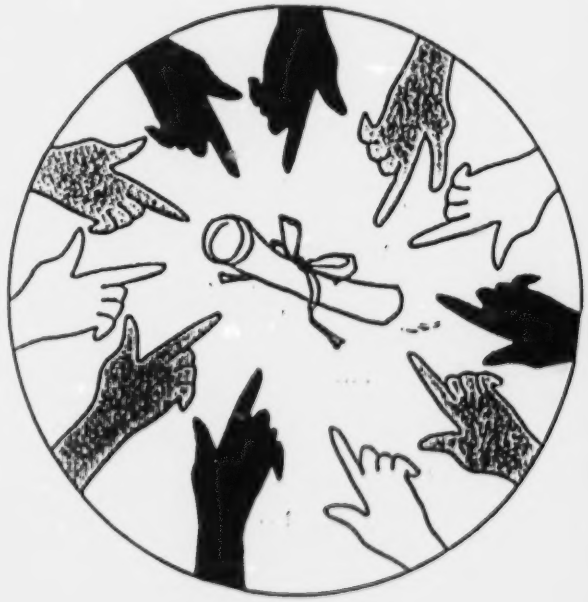


For Further Information, contact:

Gladys M. White
Orange County Public Schools
Minority Teacher Recruitment Program
445 W. Amelia Street
Orlando, Florida 32801

(407) 849-3200 Ext. 2324

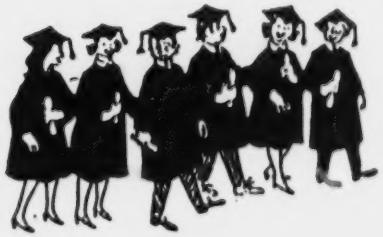
THE COOPERATIVE SCHOLARS PROGRAM



Orange County Public Schools
Valencia Community College
University of Central Florida

"GROWING OUR OWN"

The Orange County Public Schools, the State of Florida, the nation...all share a common concern: the need for more minority teachers in our classrooms. The purpose of the Cooperative Scholars Program is to "grow our own" teachers by providing selected minority students with counseling, tutoring, and interaction with professionals who will serve as role models.



COOPERATIVE SCHOLARS PROGRAM

The Cooperative Scholars Program and the Task Force of the Minority Teacher Recruitment Program consist of representatives from Orange County Public Schools, Valencia Community College and the University of Central Florida--individuals who are convinced that we CAN and WILL find more effective ways to recruit, train, certify and employ minority teachers.

WHO ARE THE STUDENTS?

The Cooperative Scholars Program targets elementary, middle and high school minority students who have the potential for academic achievement.

PROGRAM SERVICES

--Develop leadership skills through the affiliation with the Florida Future Educators of America clubs (FFEA)

--Provide study skill enhancement and test-taking strategies

--Provide positive role models who will encourage students to reach their full potentials

--Assist students and parents with financial aid application procedures

--Design fast track curricula with Valencia Community College and the University of Central Florida

--Establish eligibility criteria so that students will meet the entry requirements for UCF

--Provide job opportunities for qualified students

ADVANTAGES OF CHOOSING TEACHING AS A CAREER

Teaching is a vital, exciting career which offers:

--Shorter work-days than the private sector

--Stable work schedule which allows time for travel and holidays with family

--Two months vacation (unpaid) to seek other temporary employment

--Attractive salary and fringe benefits including sick leave, medical insurance, and retirement

--Good job prospects in Orange County due to a continuing pattern of population growth

--Excellent opportunities for advancement

Appendix D: Former Advisors' Survey

Former FFEA Advisors' Survey

Sponsor's Name _____ Name of School_____

Principal's Name _____

1. Approximately how many students participated in FFEA during the 1988-89 school year? _____
   1989-90 school year? _____

2. How many of the participants were minorities? _____

3. Did other faculty members assist you with the FFEA club? _____ If so, name them _____.

4. Did you receive a supplement for sponsoring FFEA? _____

5. Will you continue to work with FFEA during the 1990-91 school year? _____
   Please explain the reason for your answer.

6. Provide a brief description of your club's activities.

7. Describe the club's fund-raising activities.

8. How would you change the Orange County FFEA clubs?

Appendix E: Student Data Forms

FFEA Student Data Form

NAME_____ SCHOOL_____ GRADE_____

Student Number_____ Social Security Number_____

Date of Birth_____ Home Phone Number_____

Mailing Address_____ _____ _____
street city, state zip code

Mother's Name_____ Father's Name_____

CURRENT COURSE INFORMATION

(Indicate the names and levels of courses)

Math_____

Science_____

Social Studies_____

Foreign Language_____

Electives_____

_____

_____

Appendix F: Chapter Information Forms

CHAPTER INFORMATION FORM

Chapter Name_____ Date Established_____
Month/Year

Mailing Address_____
Street

_____
City State Zip Code

Phone Number (____) _____ District Name_____

Principal_____

District Coordinator (if any)_____

Advisor(1)_____ (2)_____
If more than one

Home Address_____
Street

_____
City State Zip Code

Home Phone (____) _____

Advisor's home address and phone number are needed for contact related to the annual state conference. This information will be confidential.

CHAPTER DEMOGRAPHICS

Chapter membership by: (Indicate number in each category)

	SEX		RACE				
LEVEL	*MALE*	*FEMALE*	*HISPANIC*	*ASIAN*	*BLACK*	*WHITE*	*OTHER*
Postsecondary	____	____	____	____	____	____	____
12TH	____	____	____	____	____	____	____
11TH	____	____	____	____	____	____	____
10TH	____	____	____	____	____	____	____
9TH	____	____	____	____	____	____	____
8TH	____	____	____	____	____	____	____
7TH	____	____	____	____	____	____	____
6TH	____	____	____	____	____	____	____
Elem	____	____	____	____	____	____	____

_____TOTAL NUMBER OF CHAPTER MEMBERS

_____NUMBER OF FFEA SENIORS WHO WILL BE ENTERING A POSTSECONDARY INSTITUTION IN THE SUMMER OR FALL OF 1991 INTENDING TO MAJOR IN EDUCATION.

INDICATE THE NUMBER OF MEMBERS WHO INTEND TO MAJOR IN THE FOLLOWING:

Early Childhood Ed.____ Elementary Ed.____ English____ Exceptional Student Ed.____ Foreign Lang. Ed.____
Guidance____ Industrial Arts____ Mathematics____ Media Specialist____ Science____ Social Studies____ Other____ Undecided____